# Name of Lesson \_Grief Group Impact on Schooling\_\_\_\_\_

**Counselor\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

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| **UNIT/TOPIC:**  **(If unit, note how many lessons in unit):** | Lesson 5 of 8 |
| **DOMAIN:**  **(academic, career, personal/social)** | **Personal/Social** |
| GRADE LEVEL(S): | 9 – 12 |
| **GUIDANCE STANDARD(S):**  **ASCA Standards Addressed:** | **Category 2.7 (Self-management Skills) Demonstrate effective coping skills when faced with a problem**  **Category 2.10 (Self-Management Skills) Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities**  **Category 2.3 (Social Skills) Create relationships with adults that support success** |
| **INDIANA STANDARDS ADDRESSED:**  \*If this lesson is crosswalked with other academic areas, please list here. | **9-12.1.2 Describes strategies to regulate emotions**  **9-12.3.1 Applies emotional regulation skills** |
| **DIFFERENTIATED INSTRUCTION STRATEGIES:** | **Differentiated delivery of instructional material: written by counselor or other participants, verbal**  **Written activities may be converted to verbal format or extended time given to complete.**  **Different sources of information and conversations: paper/pencil, white board, discussion, drawing, art.** |
| **LEARNING OBJECTIVES** | **Students will explore ways to communicate and collaborate effectively with teachers surrounding their grief journey.** |
| **TIME REQUIRED** | **45 minutes** |
| **MATERIALS NEEDED** | Writing utensils  White board markers  Personal Experience with Death Handout |
| **ACTIVITY SUMMARY** | 1. Group Norms 2. Check in 3. Discuss coping skills 4. Personal Experience with Death handout (Focus on 7-10) 5. Closing |
| **PROCEDURE** | 1. Group Norms    1. Have the students take time to rewrite the group norms on the board.    2. Re-emphasize confidentiality and the right to pass    3. Ask if there needs to be anything added or removed from the group norms. 2. Check in    1. High and low of the week so far.    2. What stage of grief do you most identify with today? 3. Ask about coping skills and if any of them tried their coping skills the mentioned the previous week.    1. Depending on responses allow students to share how the new skills worked.    2. Discuss what coping skills they have used in the past.    3. What has been successful? What was not successful? What helped at school? How did you get work done for school? 4. Pass out Personal Experience with Death handout.    1. Explain that we have covered many of the questions on here but we will be focusing on 7 - 10.    2. Give the students a few minutes to read question 7 and to answer it.       1. Pose the question, how can teachers help? What can you say to teachers? What should teachers do with students who recently had someone die?    3. Facilitate discussion and allow all group members to share their answers.       1. What keeps you from advocating for yourself?       2. How does a teacher know when to push you in your academics?       3. How can teachers aid in your recovery? 5. Closing    1. Share that there are teachers in the building who lost parents when they were in school (If this is true for your school). Ask the students if they would be willing to have that teacher come and share their story. If yes, have teacher come. If no have teacher write about their grief journey. |
| **EVALUATION:**    **What data will you collect and How will you collect data to show:**   1. **impact on K-12 students** 2. **feedback on lesson** | Fill out Process and Progress for each individual in the group to track how they are participating and working in the group setting. |
| **FOLLOW-UP PLAN:** | Remind students to practice their coping skills and continue to reach out to each other for help. Speak with the teacher to have them come to the next group meeting.   Begin reaching out to parents/guardians to have the write letters to their children about how proud they are for working through the grief process. |
| CITATION(S) References/Resources Used:  Cite copyrighted materials, but do not reproduce copyrighted materials in your lesson plan. Non-copyrighted materials must be reproduced and included in your lesson plan. | Johnson, Scott. "Teen Grief Curriculum." *An 8 Week Teen Grief Curriculum* (2010): n. pag. Print. |
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